



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

church which contribute to the development of religious character in the young, and points out the main lines along which progress should be made. In method and language the book has not much freshness or originality, it is in fact somewhat academic in style, but it sets forth in concise and helpful fashion the essential elements of the great problem of religious education. The author's comments are always sensible and are often suggestive. The most important chapter is probably that on religion in the public schools, which tells clearly and keenly of the ways in which the public school may, without being sectarian, cultivate religious feeling and purpose.

NORMAN F. COLEMAN

REED COLLEGE
PORTLAND, OREGON

Synonyms, Antonyms and Associated Words. By LOUIS A. FLEMMING.
New York: Putnam, 1913. Pp. viii+619. \$1.25.

Mr. Flemming's idea in this alphabetical list of some fifteen thousand entries, each rarely of more than three lines, is rather that of a thesaurus than of a book of synonyms; he hopes to suggest the word that his consulter seeks. He presumes (p. iv) the possession of a dictionary, and therefore makes no attempt at definition and not enough at demarkation of senses (*imperative, impertinent*). Without a dictionary the mere string of related words which constitutes each entry must mislead untrained writers to indiscriminate use of the words suggested; yet the author hardly adds enough to the synonymy and definitions of *Webster* or the *Standard* to justify his work as a supplement. At best it may serve experienced writers as a handy desk companion—more convenient, if less informative, than March's *Thesaurus*.

The execution reveals imperfect instinct for the key-word: "abashment," "abnormity," "absquatulate," "mulligrubs," "puke," "savvy," may well be replaced by synonyms, but who will consult Mr. Flemming for substitutes? "Rabies" is listed, but not "hydrophobia." A system of cross-references would not only have saved a hundred pages and permitted logical sense divisions in each entry; it would have prevented numerous inconsistencies. Thus, "collect, v. assemble, accumulate." Why, then, should "assemble" be accorded six synonyms, not including "collect"? Why is "accumulate" not listed? On the same page "college" affords no list of similar institutions, such as "university," "gymnasium," "academy." Nor are these words listed; for them we must look under "school." To Mr. Flemming "college dress" suggests "academicals," but not "cap and gown"; "college student" suggests "collegian," but not "grind," "scholar," etc.

My experience as a teacher in composition leads me to believe that such a book is likely to promote variety, perhaps, but not exactness, of vocabulary.

PERCY W. LONG

HARVARD UNIVERSITY